Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	
Date this summary will be reviewed	
Name of the school music lead	Mrs Fiona Dodd
Name of school leadership team member with responsibility for music (if different)	Mr David Hall
Name of local music hub	Durham Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

Summary

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Our Curriculum

'Empowering students to engage, discover, create and perform in Music.'

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence students' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing their ability to work with others in a group context.
Music learning develops students' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

We aim to:

- Develop individual performance skills, both vocal and instrumental, including the use of music technology
- develop listening and aural perception skills in practical activities, including composing and performing
- Develop creative and compositional skills, including song writing, arranging and improvising
- Work with a range of musicians and watch and listen to live musical performances where possible, to extend their musical learning
- work individually, in groups of different sizes and as a class
- Build on their own interests and skills, taking on different roles and responsibilities and developing music leadership skills
- Make links between music and other subjects and areas of the curriculum.

INTENT

What do we want pupils to know and be able to do by the time they leave?

- Develop musicianship skills which can be applied to different genres and scenarios.
- To develop curious listeners who have the crucial skills to explore and discuss a plethora of music from different times, places and cultures.
- To harness creativity in order to compose music in response to different briefs.
- To experience performing as a soloist and in different ensemble groups.
- Make links between music and other curricular subjects and the wider world.

What values have guided our decisions about the curriculum?

- Our curriculum gives our students a diverse experience and insight into Music. The range of genres covered at KS3 allows students to be submersed in sounds from different cultures and time, while continually making links between them through the musical elements.
- Our curriculum reflects the current pathways for KS4 (GCSE and BTEC) giving all students the opportunity to access Music beyond KS3. The topics are both relevant and appealing, allowing students to access and engage through practical music activities.

How does the curriculum reflect out subject's context?

- Years 7-9 receive 1 lesson of Music every week. Homework tasks are set every 3 weeks/lessons.
- Students in Year 10 to 11 receive 3 hours of Music every week. Homework tasks are set every 3 lessons/once a week.

How does the curriculum plan set out the sequence and structure of how we'll teach the knowledge and skills?

- The curriculum plan allows students to select, refine, develop and master instrumental skills on a (personal) choice of instrument, Through teacher support and demonstration, students work collaboratively to develop their practical music-making skills.
- Through Music Technology, theory and practical activities, students create original compositions and productions based on key features of the topics studied. These are pastiches of existing works which are then developed into their own creative response.
- All practical skills link with audio exemplars which students will analyse. Learning to identify musical elements and how they are combined will enable students to discuss and dissect what they can hear and allow them to consider a composer's/musician's intentions.

IMPLEMENTATION

What subjects are we teaching? What's the content of those subjects?

Year 7 - Musical Starting Points, The Blues, Drumming Traditions of West Africa
Year 8 - Brit Pop, Film Music, Working in the Music Industry
Year 9 – Modernising a Masterpiece, Reggae, Electronic Dance Music
Year 10 -11 – EDUQAS Level 1/2 Vocational Award in Performing Arts (Technical Award) Music Performance and Music Technology

Where are there gaps in staff knowledge>? Are subjects staffed appropriately and adequately resourced in terms of time and other resources?

Staff are up-to-date with current developments in Music Education. Through Durham Music Service's CPD programme, staff receive training and networking opportunities to share resources as well as good practice. All staff have received external. additional training for KS4 subjects delivered by EDUQAS. In addition to the department budget, bids have been made through the finance department for new equipment non order to enhance students' learning experience,

IMPACT

How do we know our curriculum is having an impact?

Music is a popular subject and numbers are increasing year on year. For example:

COHORT	No. STUDENTS	% YEAR GROUP
2022-24	16	5.8% (272)
2023-25	20	7.6% (265)
2024-26	25	8.7% (286)

These are single classes with one KS4 offer (currently).

How well are pupils learning the intent outlined in the curriculum?

YEAR GROUP	N-E	A-E	E-M	E
7	100%	97.6%	84.3%	2.8%
8	98%	92.6%	70.8%	9.1%
9	98.6%	92.3%	67.8%	9.1%

(N – not meeting, A – almost meeting, M – meeting, E – exceeding expectations in relation to Year 11 subject target)

What types of formative and summative assessment do we use? What impact do they have on the curriculum? Do they dictate the curriculum?

At KS3 students are assessed in appraising, composing and performing. These are weighted equally.

At KS4 students are assessed across 3 unitised 3 components.

Unit 1 – Performing (30%)
Unit 2 – Creating (Composition/Production) (30%)
Unit 3 – Performing Arts in Practice (40%)

Performing and Composing are assessed both formatively and summatively as the project develops. Appraising forms part of the lesson structure in order to hook and immerse students into the genre, performer or social context of the music being studied.

Part B: Extra-curricular music

In addition to our curricular music provision, students also have the opportunity to go 'Beyond 25' with our bespoke extra-curricular programme. Students have access to groups and workshops that run half-termly, termly and for the full academic year. Half-termly workshops link to the topics covered in our curriculum and have included drumming club, keyboard club, strings group, music theory and music production skills. Termly activities include KS4 support sessions, vocal groups, DMS 'Consett Rocks' and Film Club. Finally, our full year groups include DMS 'Stars Band' and 'Wind Band', 'Centre Stage' Performing Arts Group and 'Get Exam Ready' for Year 11.

As a Music Mark school, Durham Music Service provide us with our peripatetic music provision. We currently offer the following instrumental tuition:

Brass
Guitar
Percussion
Upper Strings
Vocals
Woodwind

In addition to these individual and group lessons, students are invited to perform in one of the hubs many ensembles, who participate in performances and concerts across the North East of England, as well as international music events including 'Make Music Day' and their own 'Big Play' events. Students have performed at Beamish Open Air Museum , 'The Glasshouse' (previously Sage Gateshead), Ushaw College and Durham Regatta.

Funding is available to pay for Looked After and Disadvantaged students, and there is funding within the departmental budget to support those students who may need additional support. We also support students with the cost of examinations too.

Within school, ensembles perform in whole-school concerts each term through showcases and festivals. The Performing Arts group 'Centre Stage' perform 2 productions per year. One in the winter term and the other in the summer. All our extra-curricular provision is entirely inclusive and all students from across the 3 Key Stages are welcome to join in.

The design of the Music department gives us access to specialist equipment and spaces. The Academy boasts a hall and theatre complete with sound system, theatre lighting, bleacher seating, control room, stage and backstage area. This space is used for rehearsals, productions, performances and practical assessments. We also have a recording studio with interface and patch bays so that we can link up different performance spaces with the studio. On the main Music corridor, we have a large ensemble room and a smaller practice room. These are used for peripatetic lessons, EC groups and breakout spaces for KS3 and 4 students during lessons. Both rooms have electric pianos, electric drumkits, electric guitars, bass guitars and amplifiers. The main hub of the Music department consists of 2 classrooms and 2 additional practice rooms. One classroom is kitted as a Music Technology suite – this is where students complete the majority of their composition and production tasks. Students have access to 30 PCs and we

use Sibelius, Musescore, Bandlab and Mixcraft. The other main classroom is our practical room and is used predominantly for performance activities. The two practice rooms are off this room and contain 2 acoustic guitars, an electric piano or electronic keyboards and an acoustic drum kit each. The main classroom is equipped with 4 acoustic guitars, 2 Samba kits, 30 djembes, a selection of smaller hand percussion, 15 glockenspiels, 30 ukuleles, boomwhackers, 15 electronic keyboards and 1 clavinova.

As part of our Music Mark and Arts Mark Gold status, we have developed links with local Music and Arts organisations to promote, champion and celebrate Music and the wider Arts. This include Durham Music Service, Arts Council England, The Forge, The Story, Groundworks, 'The Land of Oak & Iron' and 'The Blanchland Project'.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

TERM 1
Musicals Showcase – Centre Stage (participation: performers, Years 7-13)
Christmas Concert (participation: performers, Years 7-13)
Gala Theatre Trip – Return to the Forbidden Planet (audience: performers, Years 7-13)

TERM 2
Return to the Forbidden Planet – Centre Stage (participation: performers, Years 7-13)
Pop-up Performances (participation: performers, Years 7-13)

TERM 3
'Make Music Day' (participation: performers, Years 7-13) FREE
Performance at Durham Regatta (participation: performers, Years 7-13) FREE
Wind band Concert with Glendale Mens' Choir (participation: performers, Years 7-13) FREE
'The Sixteen' vocal workshop (participation: performers, Years 7-13) FREE
'Big Play' at Beamish with Durham Music Service (participation: performers, Years 7-13) FREE
Consett Rocks at New College Durham (participation: performers, Years 7-13) FREE
Pathways Performance (participation: performers, Years 7-13) FREE
6As of Blanchland Project (participation: composers, Years 7-13) FREE
Villa Real show and share performances (participation: performers/audience Years 7-13) FREE
Peter Pan and Wendy at Gala Theatre (participation: audience, Years 7-13) PAID +SUBSIDISED
Sounds of Summer Music Festival (participation: performers/audience Years 7-13) FREE
Wizard of Oz at Sunderland Empire (participation: audience Years 7-13) PAID +SUBSIDISED

In the future

Areas for development

Section 1: Quality of Education

Objectives: Support the whole-school literacy and reading strategy

- Develop reading strategies in Music to compliment whole-school strategy.
- Use home learning opportunities to develop music-themed literacy tasks.
- Incorporate discussion activities into initial context lesson in all KS3 schemes.
- Expand our instrumental provision to include piano/keyboard lessons.
- Develop the use of voice and singing within the KS3 curriculum to feed into Beyond 25 programme
- Increase the number of smaller/'pop-up' performances across the Academy and increase performances in the first 2 terms.
- Develop a programme of collaborative performances across the trust.

Section 2: Behaviour and attitudes

Objective: Attitudes and motivation

- Arts Award – to develop students appreciation and value of creative subjects.
- Promote Arts-based careers through CIAEG/Arts Careers event
- Add music-based rewards to the 'Reward Store' as part of Class Charts and whole-school rewards system.

Section 3: Leadership and Management

Objective: Improving Staff Wellbeing / Reducing Workload

- Create routines based around subject/whole-school timelines
- Evaluate subject assessments – quality/quantity and standardisation
- Use online platforms to aid workload
- Share planning/resources through MS apps.
- Maximise potential of Charanga/TeachingGadget/GCSE Pod and other resources.
- Share good practice
- Staff check-in
- Resource staff space
- Rewards

Section 4: Personal Development

Objective: Careers

- Incorporate Music Industry Careers into KS3 and 4 topics/medium-term plans
- Industry trips/visitors/keynote speakers (including community partners – Tricky Traxx records, Steel Town Music)
- Whole-school careers displays